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ABSTRACT

This book brings together research on student writing carried out by practitioners in a number of international university contexts. Each of the chapters focuses on some aspect of "new contexts" for student writing, either by examining the writing and assessment practices of nontraditional university courses or by exploring attempts to introduce innovative practices in traditional academic subjects. The unifying theme of the volume is a view of writing as a contextualized social practice rather than merely a technical and transferable skill. The chapters are: (1) "Academic Writing in New and Emergent Discipline Areas" (Mike Baynham); (2) "Student Writing and Staff Feedback in Higher Education: An Academic Literacies Approach" (Mary R. Lea and Brian V. Street); (3) "What Am I Supposed To Make of This? The Messages Conveyed to Students by Tutors' Written Comments" (Roz Ivanic, Romy Clark, and Rachel Rimmershaw); (4) "Computer Conferencing: New Possibilities for Writing and Learning in Higher Education" (Mary R. Lea); (5) "Making Dances, Making Essays: Academic Writing in the Study of Dance" (Sally Mitchell, Victoria Marks-Fisher, Lynne Hale, and Judith Harding); (6) "The 'Personal' in University Writing: Uses of Reflective Learning Journals" (Phyllis Creme); (7) "Writing in Postgraduate Teacher Training: A Question of Identity" (Mary Scott); (8) "A Question of Attribution: The Indeterminacy of 'Learning from Experience'" (Simon Pardoe); (9) "Writing for Success in Higher Education" (Janice McMillan); (10) "From Personal Experience to Reflective Practitioner: Academic Literacies and Professional Education" (Elizabeth Hoadley-Maidment); and (11) "Schoolteachers as Students: Academic Literacy and the Construction of Professional Knowledge within Master's Courses in Education" (Barry Stierer). (Contains 8 tables, 8 figures, and 155 references.) (SLD)

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